

Classroom Observation Protocol

Site

Date of Observation

Teacher

Observer

Time of Observation: ____Morning ____Afternoon ____All Day

Total Number of Students

Students' Demographics: Record the number of students in each gender and race/ethnicity category.

Female

Male

White

Hispanic

African American

Asian

Other

Grade level/course

In the questions below, the intent of “Other” is to allow the person using the instrument to write his or her own criteria — it is meant to catch something that is important to the observer that is not captured in the existing criteria. If you use the “Other” question, simply write in your own description of what you are observing and rating.

In the following pages you are asked to rate key indicators using the following definition: 5 is to a great extent, 1 is not at all.

A. Design

1. The design of the lesson incorporated tasks that required the critical component of multiple representations (e.g. graphical, numerical, algebraic) and connections between them. 5 4 3 2 1
2. The design of the lesson incorporated tasks that required the critical component of doing/undoing. 5 4 3 2 1
3. The design of the lesson incorporated tasks that required the critical component of *predicting* from multiple representations. 5 4 3 2 1
4. The design of the lesson incorporated tasks that required the critical component of generalization. 5 4 3 2 1
5. The instructional strategies and activities used in this lesson reflected attention to students' experience, preparedness, and/or learning styles. 5 4 3 2 1
6. The strategies in this lesson were appropriate for accomplishing the purposes of the lesson. 5 4 3 2 1

7. The design of the lesson reflected careful planning and organization. 5 4 3 2 1
8. The design of the lesson included “framing” the activity to help students understand the purpose of the session. 5 4 3 2 1
9. The design of the lesson provided opportunities for students to consider application of the concepts (contexts). 5 4 3 2 1
10. Adequate time and structure were provided for “sense making” (conceptual understanding), including reflection about concepts, strategies, issues, and sharing experiences. 5 4 3 2 1
11. Adequate time and structure were provided for wrap-up and closure. 5 4 3 2 1
12. The design of the lesson incorporated appropriate use of technology, e.g., computers or graphing technology. 5 4 3 2 1
13. Other: 5 4 3 2 1
14. Synthesis Rating on Design: What is the overall rating for the design of this lesson? 5 4 3 2 1

Comments:

B. Implementation

1. Formal presentations included in the lesson were carried out effectively. 5 4 3 2 1
2. The teacher effectively used questioning strategies. 5 4 3 2 1
3. The teacher’s background, experience, and/or expertise enhanced the quality of the session. 5 4 3 2 1
4. The pace of the lesson was appropriate for the needs of the students. 5 4 3 2 1
5. The use of technology was effective. 5 4 3 2 1
6. Other: 5 4 3 2 1

7. Synthesis Rating on Implementation: What is the overall rating for the implementation of this lesson? 5 4 3 2 1

Comments:

C. Mathematics Content

1. The mathematics content was appropriate for the purposes of the lesson and the backgrounds of the students. 5 4 3 2 1
2. Mathematics content was sound and appropriately presented/explored. 5 4 3 2 1
3. Students were intellectually engaged with important ideas relevant to the focus of the session. 5 4 3 2 1
4. Teacher displayed an understanding of mathematics concepts. 5 4 3 2 1
5. Connection of critical elements (multiple representation, generalization, prediction, doing/undoing) were included when it was important or necessary to do so. 5 4 3 2 1
6. Extent of “sense-making” (conceptual understanding) of mathematics content was appropriate for the purposes of the lesson and the needs of the students. 5 4 3 2 1
7. Presented comprehensive problems linking several concepts. 5 4 3 2 1
8. Other: 5 4 3 2 1

9. Synthesis Rating on Mathematics Content: What is the overall rating for the mathematics content in this lesson? 5 4 3 2 1

Comments:

D. Exploring Pedagogy

1. Attention to student thinking/learning was appropriate for the purposes of the lesson. 5 4 3 2 1

2. Attention to classroom strategies was appropriate for the purposes of the lesson and students' needs. 5 4 3 2 1
3. Attention to instructional materials, including resources currently used in the classroom, was appropriate for the purposes of the lesson and students' needs. 5 4 3 2 1
4. Teacher displayed an understanding of pedagogical concepts (in dialogue, working with materials, questioning). 5 4 3 2 1
5. Students were intellectually engaged with important ideas relevant to the lesson. 5 4 3 2 1
6. Extent of "sense-making" about the lesson was appropriate for the needs of the students. 5 4 3 2 1
7. Other 5 4 3 2 1
8. Synthesis Rating on Pedagogy: What is the overall rating on the pedagogy in this lesson? 5 4 3 2 1

Comments:

E. Culture of the Classroom

1. Active participation of all was encouraged and valued. 5 4 3 2 1
2. There was a climate of respect for students' experiences, ideas, and contributions. 5 4 3 2 1
3. Interactions reflected collaborative working relationships among students. 5 4 3 2 1
4. Interactions reflected collaborative working relationships between teacher and students. 5 4 3 2 1
5. Students were encouraged to generate ideas, questions, conjectures, and propositions. 5 4 3 2 1
6. Students demonstrated a willingness to share ideas and take intellectual risks. 5 4 3 2 1

7. Intellectual rigor, constructive criticism, and the challenging of ideas were evident. 5 4 3 2 1
8. Other: 5 4 3 2 1
9. Synthesis Rating on Culture: What is the overall rating of the classroom culture for this lesson? 5 4 3 2 1

Comments:

F. Likely Impact on Students' Mathematical Understanding

1. Students ability to identify and understand important ideas of mathematics. 5 4 3 2 1
2. Teachers' understanding of how students learn. 5 4 3 2 1
3. Teacher demonstrated ability to plan/provide high-quality mathematics classroom instruction. 5 4 3 2 1
4. Teacher demonstrated ability to use materials to develop student's conceptual understanding. 5 4 3 2 1
5. How likely is this lesson to influence student understanding? 5 4 3 2 1
6. There was evidence of professional networking/collaboration among teachers with regard to mathematics instruction. 5 4 3 2 1
7. There was evidence of the general effectiveness of the classroom and the lesson design that incorporates the critical components of the algebra training. 5 4 3 2 1
8. Other: 5 4 3 2 1
9. Capsule Rating: In this final rating of the lesson, consider everything you have observed and the relative importance of the other ratings. This rating is not an average of the previous ratings. This assessment should capture your overall assessment of the quality and likely impact of the lesson. 5 4 3 2 1

Comments: